

Rugeley School

Curriculum Local Procedures

CURRENTLY UNDER REVIEW

Adopted: June 2015

Reviewed: Sept 2018

Next Review: Sept 2020

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

Procedure for	Curriculum Local Procedure		
Associated Priory policy	Teaching and Learning Policy	Number	ECS 32
	Curriculum Policy		ECS 31
Setting - Rugeley School	L Price Head Teacher	Signature	L Price
Quality Assured by :	Lesley Dalglish QIL	Signature	L Dalglish
Issue date	09/2018	Review date	09/2020

1. Rationale

Rugeley School believes in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for all students. Through effective teaching we aspire to equip our young people with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives. Our mission statement aspires:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach, Rugeley School respects young people with autism and prepares them to be as happy and independent as possible'

We aspire to collaborative work with the two Children's Homes associated with our site, Mayfield and The Crescent. Teachers and care staff work closely together to promote a seamless approach to agreeing, implementing and reviewing our young people's individual outcomes. This helps each young person to apply what they learn in lessons to their everyday lives.

Rugeley School aims to provide a caring, supportive and stimulating environment where high quality teaching leads to excellent outcomes for all our young people. Teachers at Rugeley School are expected to conform to the standards set within national government Teachers Standards.

We expect all our staff to deliver high quality, stimulating and dynamic lessons, where all our young people are supported and challenged to make good progress in their learning.

2. Aims

The aims of this policy are underpinned by reference to a set of basic principles:

- To advance the education of all our young people through a personalised structured learning environment underpinned by physical exercise and incorporating a multisensory approach.
- To ensure that the curriculum is inclusive, informed, structured and relevant to meet the needs of all our young people.
- Learning will be incrementally structured in ways that enable all young people to have the opportunity to build on what they already know and to generalise this, and what they need to make progress in, in order to overcome barriers to their learning and to take ownership of it.
- To ensure our curriculum is centred around our young people and that assessment is used as a tool to ensure that learning fits individual needs and to help every young person gain their outcomes for the future.
- To promote a personalised, differentiated curriculum for all which is responsive to the particular (and changing) needs of our individual young people.
- To meet individual's needs through a range of Specialist Therapy Services.
- To create an inclusive curriculum with links to external accreditation which recognises our young people's, participation and achievements.
- To recognise the individual needs and talents of each young person and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities.
- To develop within each young person a respect for British Values at a level appropriate to their needs.
- To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found in line with the Equality Act 2010.
- To promote a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally.
- To ensure IEP's are infused into all aspects of provision as appropriate to the needs of our young people.
- To use formative and summative assessment criteria to ensure all young people achieve their outcomes.
- To set achievable but challenging targets that promote an ethos of continual improvement
- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each young person achieves his or her highest possible outcome for the future.
- To encourage confidence, high self-esteem, independence and mutual respect.
- To foster an environment that values the voice and views of all our young people through establishment of our school council meetings.
- To value the voice and views of all parents and carers, staff and other professionals attached to the school.

3. Context

This local procedure is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the young people, staff, parents & carers, visitors, placement students are:

- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Sex
- Sexual orientation
- Age
- Cultural and religious beliefs

Equality of opportunity at Rugeley School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, governors, parents and carers and community members.

The school applies the following principles:

- Commitment to equality of opportunity for all.
- Recognition that every young person should be equipped with the knowledge and skills they need to participate in a diverse society and world.
- To meet the diverse needs of our young people.
- To ensure that an inclusive ethos is established and maintained.
- To respect and value linguistic, cultural and religious diversity in the community.
- To ensure that equality is an integral part of planning and decision making within the school.

4. Leadership, Management and Governance

- All Rugeley school policies reflect our commitment to equal opportunities.
- The Governors and Senior Leadership Team set a clear ethos, which reflects commitment to equality for all members of our school community.
- Rugeley School promotes positive and proactive approaches to valuing and respecting diversity.
- Our Senior Leadership team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- The teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to school and the wider community.
- At Rugeley School, a three year accessibility plan is maintained to ensure all reasonable adjustments have been made to the building, resources and the curriculum to meet individual needs and enable equal access to our education provision

5. Curriculum, Physical Approach and Multi-sensory Learning

Part of the Rugeley philosophy is participation in regular physical activity. The young people participate in periods of regular physical exercise under the umbrella of the P.E curriculum, which includes short periods of jogging throughout the day. This activity enables them to disperse excess energy and attain the emotional and physical composure and increased self-awareness necessary to access the whole curriculum.

The day is specifically structured to provide ebb and flow throughout i.e. periods of physical activity interspersed with the academic lessons. This supports the learners in their ability to make transitions as well developing concentration skills, self-confidence, coordination, stamina and problem solving skills. Evidence shows that this enables our young people to disperse excess energy, therefore helping them to gain the emotional and physical composure and increased self-awareness necessary to be good learners.

Learning is enhanced through the group dynamic – the learners gain confidence from the group and develop their socialisation skills. They learn to cooperate with their peers and to develop relationships. The group supports the development of the individual's independence skills. The individual needs of the learner are carefully planned for in their Individual Education Plan which closely links to their Education Health Care Plan (EHCP)

There is a holistic, pro-active approach to mood management to enable access to learning. The structured learning environment, participation in a variety of physical activities, the high level of visual support systems and frequent use of sensory diets throughout the day. Alongside the curriculum; planning and organisation, the setting of clear expectations, and the pro-active approach of the staff are all important features.

High expectations of the young people are maintained at all times. Tasks are broken down into small steps appropriate to the learning needs of the individual. The learner achieves small successes and builds on these over an appropriate period of time until the whole task is accomplished. The learner gains from increased confidence and self-esteem.

The whole atmosphere at Rugeley School is one of assurance and confidence where a learner's efforts are privately and/or publicly acknowledged, where frequent praise is given and if mistakes are made feedback is given in a constructive manner, which provides positive alternatives.

Rugeley School provides a structured and systematic approach to the management of learners education and care, using a Positive Behaviour Support methodology.

To ensure that Rugeley School continues to provide the highest standard of education for its learners, the curriculum delivery model has been re-designed to enable a more comprehensive and cohesive approach to the way in which the 'learning journey' through the school is organised. It has been recognised that to provide an education that is fit for purpose and meets the needs of current and future learners, enhancement of targeted interventions, further integration of therapeutic support and individual pathways through learning are needed.

Rugeley School recognises it is important that learners have the opportunity to demonstrate both attainment and progress and that the way this is measured accounts for potential differences in the way they learn. Since 2016 a new approach to assessment that is more appropriate for the varying needs of learners has been developed. This was a move away from a traditional model of measuring outcomes just on academic progress and placing more emphasis on a wide range of skills that the learners develop whilst at the school. In deciding on the right outcomes, Rugeley School took into account recent SEND reforms including the introduction of Education, Health and Care plans (EHC plans). The SEND Code of Practice 0 to 25 now defines four areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical

It was felt important that learners development in all four of these areas was monitored more closely, as each area of need plays a crucial part in promoting independence and quality of life. These areas together with behaviour, independence & community participation and engagement now make up the eight outcomes to now be closely monitored.

Eight Outcome areas:

- Communication
- Sensory Processing
- Engagement
- Academic
- Behaviour
- Social and Emotional
- Independence and Community Participation
- Physical Development

These are further broken down into the following aspects:

- **Communication**
 - Functional Expressive
 - Functional Receptive
 - Social – Joint Attention
 - Social – Symbol Use
- **Sensory Processing**
 - Sensory needs
 - Emotional Regulation - Mutual
 - Emotional Regulation - Self
- **Engagement**
 - Awareness
 - Curiosity
 - Investigation
 - Discovery
 - Anticipation
 - Persistence
 - Initiation
- **Academic**
 - English
 - Maths
 - Science
 - ICT
 - PHSE
- **Behaviour**
 - Aggressive/destructive behaviour
 - Compliance
 - Voluntary Communication
 - Attention Seeking Behaviour
 - Sexualised Behaviour
 - Self-Harm
 - Emotional Outburst
 - Tolerance of Change (possible refusal to engage?/ attempts to escape)
- **Social and Emotional**
 - Social Interaction
 - Social Imagination

- Emotional Understanding and Awareness
- Learning Skills
- **Independence and Community Participation**
 - Independent Living
 - Personal Safety
 - Road Safety and Travel
 - Keeping Healthy
 - Personal Care
 - Leisure
- **Physical Development**
 - Football
 - Circuit Training
 - Trampolining
 - Tennis
 - Basketball
 - Cricket
 - Athletics
 - Swimming

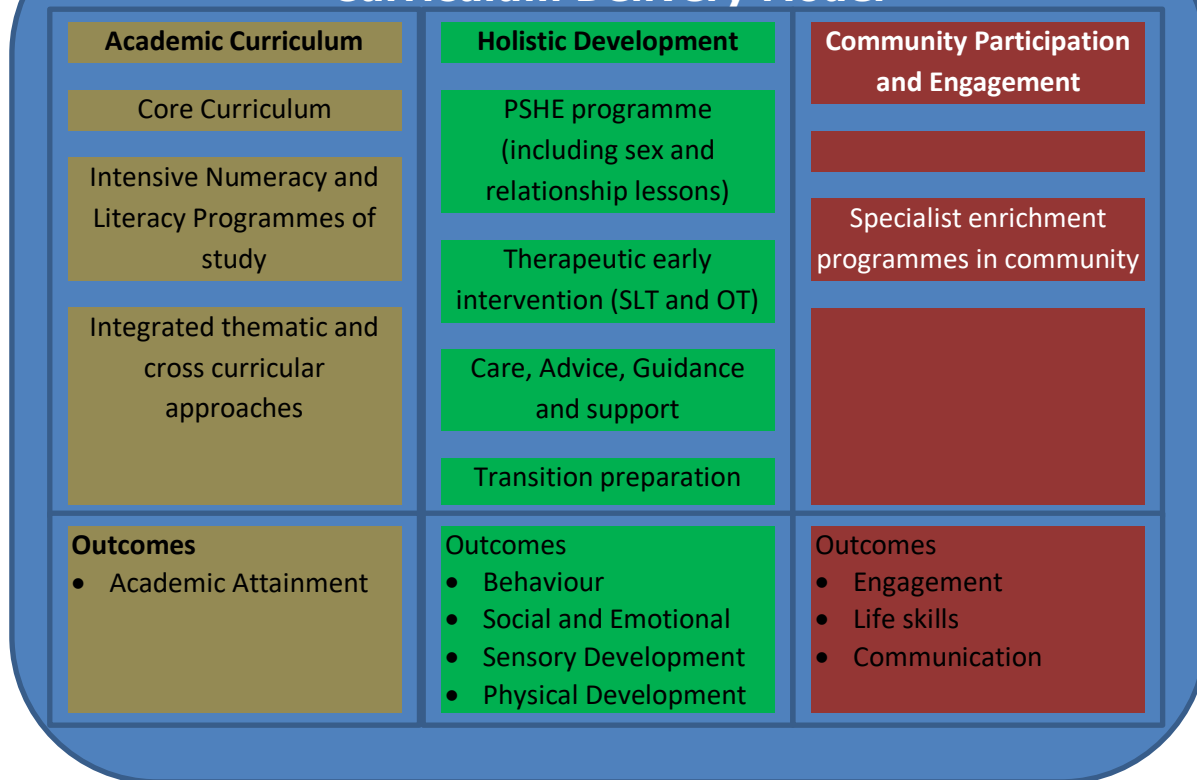
Rugeley School believes that the curriculum should drive assessment and not the other way round and therefore the delivery model has been developed with this as a core purpose. The diagram below describes the overview of the enhanced curriculum delivery model made up of three core strands that provide a focus on eight key outcome areas.

The new model is designed to provide a three pronged approach to need. Through continual monitoring of the eight outcome areas the response of the team around the learner will ensure they receive the targeted support that they need to achieve their learning across the curriculum and their development. In turn this will lead to a tailored curriculum to individual holistic needs.

The curriculum delivery model is organised into three integrated parts:

- The first is 'Academic' covering the core curriculum and thematic learning
- The second is 'Holistic' covering the personalised approach to learning and focusing on skills for life
- The third is 'Community Engagement' covering specialist learning in and with the local community

Curriculum Delivery Model



6. Curriculum Organisation

Learners of all ability levels follow the cross curricula themes which fully incorporate differentiated National Curriculum areas and are currently delivered through a thematic approach.

- Reception and Key Stage 1 - 3 year rolling programme.
- Key Stage 2 - 4 year rolling programme.
- Key Stage 3 - 3 year rolling programme.
- Key Stage 4 - 2 year rolling programme.
- Post 16 – 2 year rolling programme. (see section 4.1 and 21)
- Year 14 – Transition programme. (see section 4.1 and 21)

Within each theme the Long Term planning clearly identifies the subject focus for each term and highlights SMSC opportunities. Teaching staff within the School fully differentiate the modules identified to support learners' individual needs and learning styles.

Through our stimulating and structured learning environments we help motivate and engage all learning styles ensuring all activities have meaning for each learner. We recognise individual interests and aspirations by promoting fun and enjoyment in all areas of learning. We aim to use whatever specialist techniques and teaching approaches, which may motivate, support the needs, or improve access of any individual learners.

6.1 Post 16 Organisation

Learners over the age of sixteen access the Post 16 curriculum for the school. During years 12 and 13 they access the curriculum at a level appropriate to need and similar to the rest of the school this is split into three streams.

Sensory – accessing a functional and sensory curriculum with links to AQA Unit awards
Emerging – accessing a functional curriculum with links to AQA Unit awards
Developing – accessing a functional and academic curriculum with links to AQA Unit awards

During year 14 learners access a transition year with a curriculum specifically designed to aid progression into their next provision or placement.

7. Personalised Learning

Personalised Learning relates to all of our learners as they all experience a range of complex learning difficulties which we refer to as complex needs. We can only meet individual complex needs through Personalised Learning.

The five key principles of Personalised Learning are that it is:

Holistic
Personalised
Trans-disciplinary
Supported by appropriate technology
Micro-evaluative

We acknowledge those learners who experience complex needs require a curriculum which is broader than the National Curriculum, one that is driven by individual pupil need. This personalised, differentiated curriculum is responsive to the particular (and changing) needs of individual learners, including those who might require therapeutic curricula, thus ensuring our curriculum is learner centred. Therefore, the design and organisation of this curriculum and assessment schedules are properly empathetic to the needs of our young people and rooted in a culture of high expectation and inclusive teaching. It additionally aims to give learners the awareness, experience and learning skills they need to access differentiated National curriculum programmes of study successfully.

The National Curriculum Subjects therefore are used as a *vehicle* to deliver our Personalised Learning Curriculum. An essential feature of the Personalised Learning Curriculum model is that the autism specific element is not separated from other components of the curriculum but is interwoven in all aspects of the learners learning. The linkage between the various elements of a pupil's learning are established at the outset of the personalised curriculum exercise and provide steps joining the two strands known as differentiated learning outcomes. These are the steps which the pupil progresses through on their learning journey.

8. Curriculum Entitlement

Education across Rugeley School meets the seven areas stipulated in the Independent School Standards across each key stage. For each of these areas a number of subjects/activities are covered to identify a broad and balanced curriculum.

Linguistic

This is covered through the subjects of Sensory stories, Literacy, English, Functional English, Discussion and Debate, Horticulture and Business studies. Therapeutic input from the Speech and Language therapists also significantly contribute to this area of learning

Mathematical

This is covered through the subjects of Sensory Maths, Numeracy, Maths, Functional Maths, Horticulture and Business studies.

Scientific

This is covered through the subjects of Sensology, Science, Project Learning, Horticulture and Business studies.

Technological

This is covered through the subjects of Sensory Play, Food Technology, Design Technology and Information Communication Technology

Human and Social

This is covered through the subjects of Life Skills, Sex and Relationships, Geography, History, Religious Education, Tac Pac, Vocational Skills, Hobbies & Interests, Community Integration, Transition Experience and Job Experience

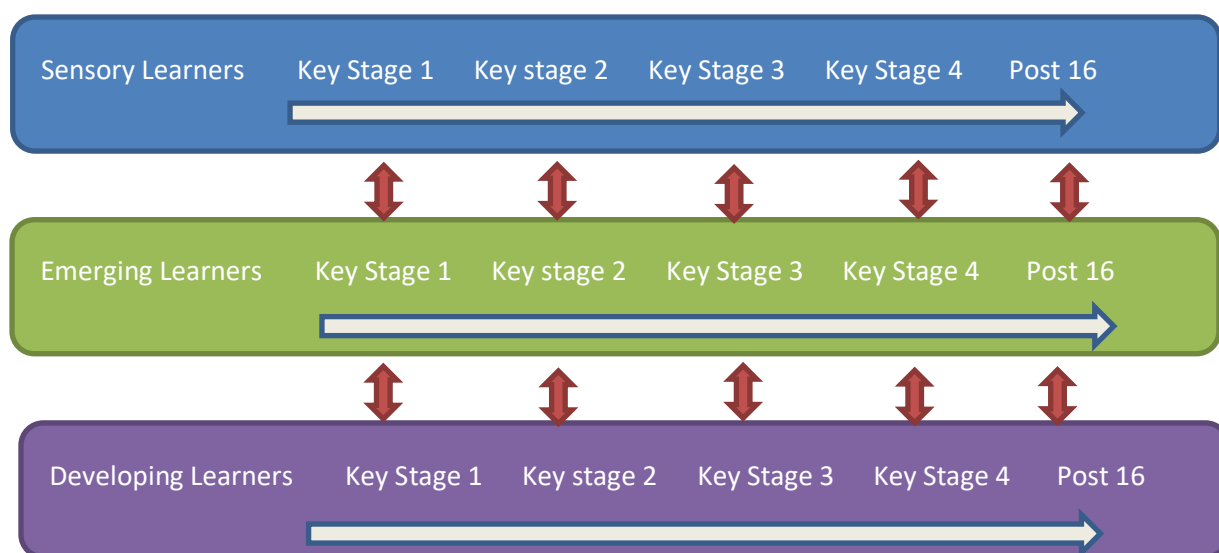
Aesthetic and Creative

This is covered through the subjects of Art, Music, Creative Arts, Design Technology and Music & Movement

Physical

This is covered through the subjects of Physical Education, Swimming and Occupational Therapy
The curriculum has been developed to identify the subjects and activities covered in each of these areas at each key stage through the school showing a clear progression and consolidation of learnt skills.

A key feature of the new curriculum that has been developed is the different phases within the school to identify the different levels of ability of the learners. These have been split into three – Sensory learners, Emerging Learners and Developing Learners. These depict three different routes through the school following a different curriculum that is linked to a level of ability. This gives the school opportunity to focus on teaching and learning at a particular level for a set of learners and ensure that lessons and delivery are appropriate for their ability. Learners can move between phases as they show progress through the school with a scenario being a learner starts the school in key stage 1 in the sensory phase, moves into the emerging phase in key stage 3 and into the developing phase in the post 16 stage.



9. Staffing

Each class is led by a class Teacher/Instructor and supported by a designated teaching assistant. Staffing ratios are increased when the individual needs of a young person and/or the nature of the curriculum requires this. In this way each young person is appropriately supported. Class teachers undertake the delivery all areas of the curriculum apart from PE, which is taught by appropriately qualified staff. The school has 2 Speech and Language Therapists who primarily work in the

school day but who also actively support the communication skills of the young people in the residence. Although the school has a Speech and language Therapy room for individual communication work and group social skills group, there is a strong emphasis on the therapists working as part of the class team.

10. Organisation

10.1 The following elements, which determine shared entitlements and priorities for learning for all learners in various age groups, will be represented in our curriculum:

- The general requirements of the National Curriculum, ensuring breadth and balance.
- The full range of subjects of the National Curriculum.
- Provision which prepares learners for adult life, with access to suitable accredited courses as they grow older- AQA Unit Awards, Entry Level Qualifications, Duke of Edinburgh Awards.
- Provision within other educational settings (e.g. – colleges of Further Education- South Staffordshire College, Regent College, QAC, David Lewis, Seashell Trust and Strathmore College).
- Personal priority needs.
- Learner aspirations which are communicated through the Transition Review process.

10.2 The school has developed a comprehensive range of policies and guidelines, which underpin our approach and our curriculum. The curriculum aims are agreed and shared by all members of the school staff, parents, carers and other professionals as well as ensuring they continue to carefully match local and individual circumstances. To ensure our policies aims, values and consequent provision remain appropriate for our learners we review all documentation biannually. For all aspects of the curriculum there is a named Subject Leader and a policy. The Subject Leader's role is to liaise with all members of staff on matters relating to subject development planning in this curricular area. Subject Leader audit all curriculum materials and resources in respect of the designated area; monitor and plan expenditure and submit estimates of annual spending requirements to the Head Teacher.

Our documentation relating to these is available on request to the Head Teacher.

10.3 The school is currently organised into five phases

- Phase 1 – Reception /KS1
- Phase 2 –KS2
- Phase 3 – KS 3/4
- Phase 4 – Post 16
- Phase 5 - Transition

The structure of each Phase curriculum offers learners opportunities for learning relevant for their age or specific need. Through regular Phase and teacher's meetings throughout the term we ensure on-going discussions, decision-making processes and detailed review of current curriculum continues to reflect the agreed aims and values.

10.4 Each phase is currently organised into discrete teaching groups to support the specific learning needs of learners. The groups are organised into sensory, emerging or developing learners and are dependent upon motivating factors for the individual, optimum

environment for the individual, best approach/person for the individual, flexibility, right time for the individual and length of time for the individual. These groups are not necessarily static for the academic year; the on-going scrutiny of individual learner goals, targets and priorities results in planned opportunities for inclusion both within Rugeley School and local mainstream/college providers when appropriate.

Phase 1 – Reception / KS 1

- The curriculum is generally drawn from the Early Years Foundation Stage and National Curriculum which is differentiated to the learner's ability.
- Foundation subjects are taught on a termly basis in accordance with the theme planning.
- MFL is addressed through a focused activity week
- Personalised Learning is key

Phase 2 – KS2

- Practice in this key stage we use a differentiated National Curriculum.
- Foundation subjects are taught on a termly cycle.
- PSHE includes programmes of study for Careers Education.
- MFL is addressed through a focused activity week.
- Personalised Learning is key

Phase 3 – KS 3/ 4

- Practice in this key stage we use a differentiated National Curriculum and AQA/ OCR accreditation.
- Foundation subjects are taught on a termly cycle.
- PSHE includes programmes of study for Careers Education and sex and relationships.
- MFL is addressed through a focused activity week.
- Personalised Learning is key
- The introduction of pathways into adult life will begin in this Key Stage

Phase 4 – Post 16

- The focus is on preparation for adult life
- Core skills of Literacy (Communication Skills), Numeracy (functional), and ICT are taught through accredited courses.-e.g. AQA Unit Awards and AQA Entry Level Qualifications.
- Vocational education is widened to include Team Enterprise that provides links with other local schools.
- Opportunities for Further Education links increase for example, accessing courses on Horticulture, Animal Care, DIY, Creative Activities / Ceramics at South Staffordshire College and Strathmore College.
- Work Experience opportunities at a range of work placements
- Life Skills learning focus on development of functional skills and incorporate sex and relationship education
- Education for leisure is a major focus: e.g. recreational sporting activities; personal interests.
- Personalised Learning is key

Phase 5 – Transition

- The focus is on preparation for provision or placement
- Core skills of Literacy (Communication Skills), Numeracy (functional), and ICT are taught through accredited courses.-e.g. AQA Unit Awards and AQA Entry Level Qualifications.
- Vocational education is completed offsite at Strathmore College including Team Enterprise and Duke of Edinburgh that provides experience working in a different setting
- Opportunities for Further Education links increase for example, taster courses at a range of local colleges
- Work Experience opportunities for one morning per week at six different placements
- Life Skills learning focus on development of functional skills and incorporate sex and relationship education
- Education takes place offsite for three out of the five days of the curriculum
- Personalised Learning is key

11. Delivery

11.1 The Curriculum is delivered via the phase timetable, identified learner level (Sensory, Emerging, Developing) and individual timetables which are personalised to meet the needs of individual learners, and regularly audited for breadth, balance and relevance.

The following considerations are taken into account by teachers when planning a timetable:

- Age of learner.
- Group size – individual, small group, whole phase
- Group composition – mixed ability, inclusive
- Level of Learner – Sensory, Emerging or Developing
- Location – within a room, within school, school grounds, other schools or community facilities
- Curriculum emphasis – subject specific, subject as a context for cross curricula key skills, theme related i.e. elements which may be for more than one curriculum area
- Learners – motivating factors for the individual, optimum environment for the individual, best approach/person for the individual, flexibility – right time for the individual, length of time for the individual
- Staff ratio requirements
- Mix of lesson types in one day
- Learner involvement – maximise choices, encourage independent work, AFL (where appropriate)
- Health and safety issues which may require the completion of appropriate risk assessments

11.2 Inclusion opportunities featured within class timetables enable some of the learners to access blocked units of work, which are delivered through structured teaching sessions. These units incorporate opportunities for accredited courses through AQA.

12. Planning

12.1 At all times we will strive for excellence in all our teaching by:

- The quality of learning that individual's experience
- The quality of teaching that we provide
- The richness of the environment in which individual's learn.

12.2 Staff are actively expected to promote and seek to secure the curriculum aims and, in particular to:

- Have high expectations of learners
- Employ a variety of appropriate teaching and learning methods
- Ensure that, wherever possible, learners are found means of access to the curriculum and given opportunities to succeed
- Deliver programmes of study which build upon learners' previous experiences, providing progression and continuity, and which confirm the requirements of the differentiated National Curriculum
- Provide a wide range of learning experiences for learners in each key stage suitable for their age
- Provide work which meets their learners' needs and aspirations, which offer depth and challenge, and which motivates and inspires them
- Involve the learner in the process of learning – see progress path and next steps.
- Develop learners' skills to become independent learners
- Encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment (see Marking Policy)
- Work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- Keep parents/carers/Commissioners fully informed about the progress and achievements of Learners and Young People

12.3 It is very important that parents and other professionals, as well as teachers are involved in defining and planning the curriculum as these specialists and support services will have an important role in specialised assessment leading to the identification of specific needs. Collaborative planning will encourage all aspects of the Curriculum to be taken into account. Parents/carers will have aspirations and priorities based on their knowledge of their learner in the home context. Learners will also have aspirations and these are recognised and considered within all aspects of the Curriculum as appropriate. This process of shared understanding of curricular priorities will culminate in the learner's individual education plan, which will define priorities and strategies to meet needs and outcomes identified on a learners EHCP, as well as the process by which progress will be reviewed.

13. Curriculum and planning

13.1 Levels of planning

Level	Responsibility	Aspects	Outcomes
Whole school	Head Teacher	Curriculum Provision Equal Opportunity	<ul style="list-style-type: none"> • Curriculum policy and plan • Broad and balanced curriculum • Relevance • Consistency
Long Term	Head Teacher Subject/ curriculum area lead Class teachers	Age appropriateness Breadth/balance Coverage Progression Relevance	Inclusion opportunities (as appropriate) <ul style="list-style-type: none"> • Schemes of work • Timetables
Medium	Class teachers	Monitoring	<ul style="list-style-type: none"> • Writing and monitoring IEP's

Term (incorporating SMSC)		individual progression Subject delivery (including Inclusion opportunities) Effective differentiation	<ul style="list-style-type: none"> • Policies implemented • Assessment for and of Learning • Accreditation opportunities identified
Short Term	Class teachers	Differentiation Ongoing review of Pupil progress (Next Steps) Subject delivery (including Inclusion opportunities) Effective differentiation	<ul style="list-style-type: none"> • Lesson plans • Individual pupil records • Assessment for and of Learning

14. Formats and guidance for IEP and Medium/Short term Curriculum Planning

Standard formats and guidance are provided for the following,

1. Long term aims identified as part of the Annual/Transition Review of EHCP (1 x yearly)
2. Short Term IEP target sheet (3 x yearly)
3. Medium Term subject plans including SMSC focus (Termly for each subject/theme)
4. Curriculum map of provision

15. Planning Files

15.1 Each Class has a Planning file which is available in the classroom. It contains:

1. Front cover
2. Long Term plan
3. Timetable
4. Medium term plans (with written evaluations)
5. Short Term Plans (Weekly Plans/Lesson Plans)

16. Monitoring and review of curriculum delivery

16.1 It will be the responsibility of all staff, subject leaders and the SLT to ensure that:

- The aims of the curriculum policy continue to underpin all learning and teaching
- Individual learners' needs are being met
- Planning ensures continuity for individual learners over time and across the whole Curriculum
- The curricular requirements are being met
- There is progression across the years

- There is a balanced coverage in the areas of the curriculum

16.2 In order to maintain progression and ensure continuity, liaison between the phases is essential. Teachers collaborate on a regular basis to plan a co-ordinated delivery of the curriculum through structured PPA time and teacher meetings.

17. Resources

17.1 The use of effective resources needs to be carefully monitored by each Subject Leader to ensure they provide value, are age-appropriate and comply with Health and Safety requirements.

18. Target Setting

Upon entry, an individual's level of attainment is recorded using P Scales/ P Standards or RS learning ladders. This is referred to as their 'baseline'. Following this, their level of attainment will be recorded on a termly basis and recorded on a school progress tracker. A learner's learning is assessed using the following information.

- Attendance
- Personal Communication
- Sensory Processing
- Behaviour
- Social and Emotional
- Physical Development
- Academic Attainment (Using BSquared, Rugeley Learning Ladders and AQA unit awards)

Moderation of assessment is undertaken internally and externally and is systematically quality assured on a regular basis.

A learner will come to the school with a unique set of needs and obstacles to their holistic development. Over their first half-term the following are utilised by the school to identify the precise nature of an individual's needs and obstacles and thus establish a baseline for each Key Area:

- The Outcomes or Education and Health Care Plan
- The notes from a previous setting
- Initial observations and audits (involving dialogue with key stakeholders)

Once a learner's specific needs have been identified and targets set, the curriculum is then personalised to ensure that identified targets are addressed. This personalisation dovetails with the entitlement curriculum to ensure breadth and balance. Learner Progress is analysed six times a year. Where possible, achievement will be benchmarked against standardised expectations. Recording of progress is done using Progress Review documentation. Feedback is provided to Stakeholders through Progress Reviews. These are intended to be face-to-face meetings with Key Stakeholders. Those who are unable to attend the Progress Review will be provided with the Progress Review documentation and an option of discussing this in a telephone conversation.

19. Assessment, Recording and Reporting

19.1 Learner achievement is celebrated throughout the school and positive rewards are used to promote good behaviour and learning. A wide range of accreditation is available within the school, which allows for individual learning styles and rates of progress. Assessment, recording and reporting is a vital, integral and on-going part of our teaching process to promote individual learning. Please refer to the assessment, recording and reporting policy for further details. Listed below is a summary detailing the ARR guidance for the school.

19.2

For each of the outcome areas a specific tool has been established to give a robust measurement and link progress to key steps in development. The tools used to measure the outcomes are:

Engagement – Rugeley Sensory Learners Engagement Profile

Academic – Bsquared levels linked to Rugeley Levels

Behaviour – Levels of behavioural incidents

Social and emotional

Communication

Sensory Processing

Independence and Community participation

Physical Development – Rugeley School PE assessment tool

Autism Education Trust

Progression framework tool

20. Accreditation

20.1 Use of accreditation using AQA will enable the learners within KS4 to undertake accredited units of work. Teachers in this phase will determine on an individual basis the appropriateness of each unit based on pupil/student need ensuring these add value to individual learning.

20.2 Within Post 16 learners will study AQA Unit Awards, AQA Entry Level Qualifications and Duke of Edinburgh Awards.

20.3 The awards obtained by the learners will be formally presented during the annual Record of Achievement day in the Summer Term.

20.4 We additionally provide recognition for pupil's achievements through the weekly Assembly.

21. Equal opportunities

21.1 At all times, all staff will ensure that provision does not discriminate on grounds of cultural diversity, ethnicity, religion, gender, ability, disability or age.

22. Implementation

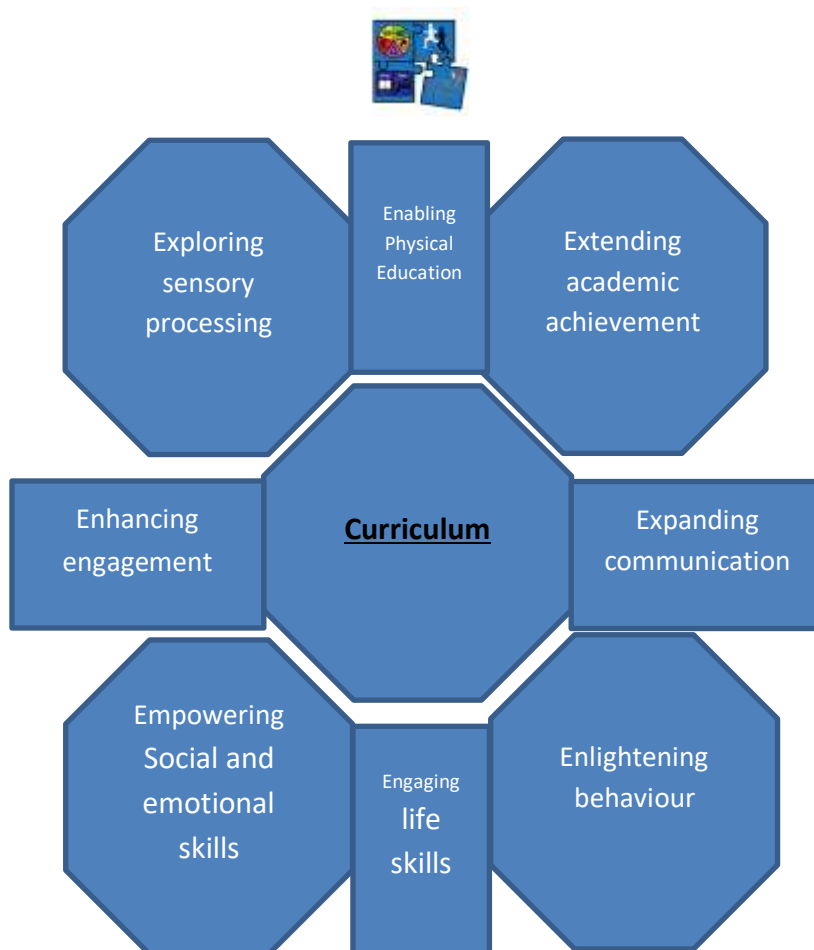
The curriculum has been fully implemented within all phases of the school. In order to evaluate the impact of this we recognise it needs to become fully embedded enabling us to reflect upon the data which will identify and track learner progression.

23. Monitoring and review

It will be the responsibility of the Senior Leadership Team to ensure that Rugeley curriculum is monitored and reviewed to make sure through the delivery it maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives. The Governors will monitor the implementation across the setting. See the Teaching & Learning Policy Number ECS(S)32 and Curriculum Policy ECS 31 for additional supporting policies.

24. Post 16 Overview

Post 16 Curriculum Overview



To ensure that Rugeley School continues to provide the highest standard of education for its students, the curriculum delivery model has been re-designed to enable a more comprehensive and cohesive approach to the way in which the 'learning journey' through the school is organised. It has been recognised that to provide an education that is fit for purpose and meets the needs of

current and future students, enhancement of targeted interventions, further integration of therapeutic support and individual pathways through learning are needed.

Outcome Areas

Throughout the school eight specific areas of need are now closely monitored and tracked to ensure all children and young people develop to their full potential. These areas are defined as Rugeley Schools Outcomes and are:

- **Engagement**
- **Academic**
- **Behaviour**
- **Social and Emotional**
- **Communication**
- **Sensory Processing**
- **Independence and Community Participation**
- **Physical Development**

For each of these outcome areas a specific tool has been established to give a robust measurement and link progress to key steps in development. The tools used to measure the outcomes are:

Engagement – *Rugeley Sensory Learners Engagement Profile*

Academic – *Bsquared levels linked to Rugeley Levels*

Behaviour – *Levels of behavioural incidents*

Social and emotional

Communication

Sensory Processing

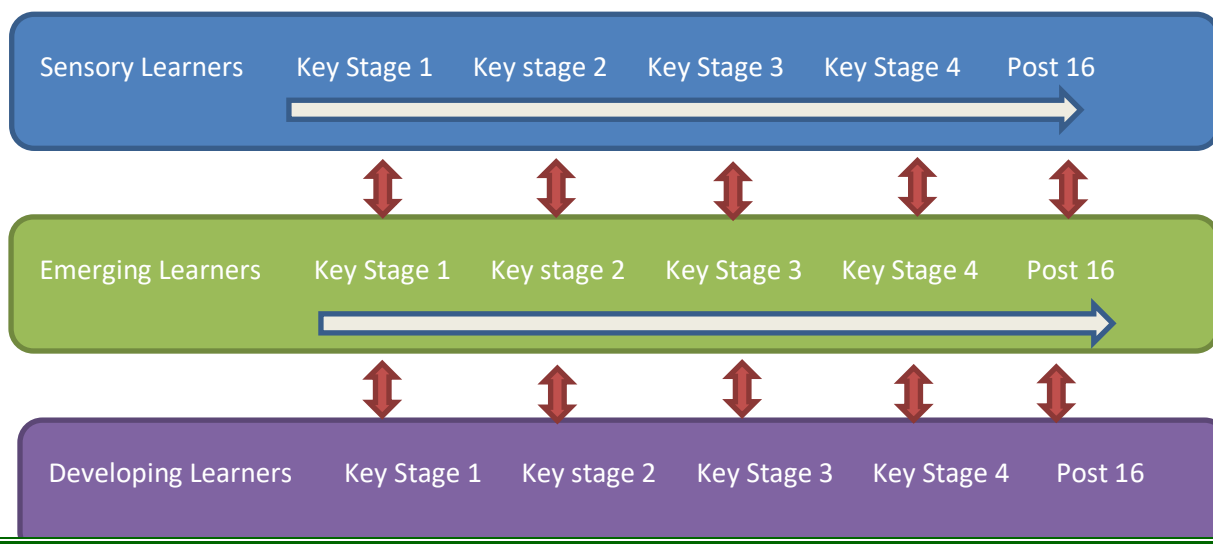
Independence and Community participation

Physical Development – *Rugeley School PE assessment tool*

} *Autism Education Trust
Progression framework tool*

Streams

A key feature of the new curriculum map that has been developed is the different streams through the school to identify the different levels of ability of the students. These have been split into three – Sensory learners, Emerging Learners and Developing Learners. These depict three different routes through the school following a different curriculum that is linked to a level of ability. This gives the school opportunity to focus on teaching and learning at a particular level for a set of students and ensure that lessons and delivery are appropriate for their ability. Students can move between phases as they show progress through the school with a scenario being a child starts the school in key stage 1 in the sensory phase, moves into the emerging phase in key stage 3 and into the developing phase in the post 16 stage.





Post 16

The impact on the Post 16 stage of the school is for the three years from year 12 to 14 these outcome areas continue to be tracked and recorded. Also there are three phases within which a young person could be working specifically linked to their ability and needs. Both these factors build to give an overall picture of the young person and what their final outcomes and destination could potentially be.

Within the Post 16 stage of the school further outcomes are also monitored to give a greater picture to influence a learners destination. These outcomes are:

- **AQA unit award accreditation**
- **Offsite Work experiences**
- **College taster courses**
- **Onsite job experience**
- **Transition preparation**
- **Vocational Skills**

Evidence for each of these outcomes is recorded in each students work, achievement and careers Folders. This then builds up a portfolio of information for each learner that can be used to influence future provision and aid during transition in the final year.

Through the work completed in the post 16 provision at Rugeley School the learners are prepared and equipped with the skills and knowledge to inform of their next steps in life and complete a successful transition to go on to complete these.

Safeguarding

This school is committed to safeguarding and promoting the welfare of learners and young people and expects all staff, learners, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.